

Hall Institute

P. O. Box 119
Columbia, South Carolina 29202

Grades	K-12 Elementary School	
Enrollment	57 Students	
Principal	Patricia W. Brown	803-898-1488
Superintendent	Dr. Allen J. Coles	803-231-7500
Board Chair	Lane Quinn	803-231-7556

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

N/A

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
N/A	N/A	N/A	N/A	N/A

IMPROVEMENT RATING

N/A

ADEQUATE YEARLY PROGRESS

NO

This school met 1 out of 5 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	N/A	N/A	No
2004	N/A	N/A	No
2005	Unsatisfactory	Unsatisfactory	N/A
2006	N/A	N/A	No

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING





Percent of students tested in 2005–06 whose 2004–05 test scores were located.

100.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)English/Language ArtsMathematicsScienceSocial Studies

Our School

Elementary Schools with Students like Ours**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	27	66.7	I/S	I/S	I/S	I/S	I/S	No	No
Gender									
Male	17	58.8	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Female	10	80.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Racial/Ethnic Group									
White	16	56.3	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	10	80.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	24	70.8	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Disabled	3	33.3	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	27	66.7	I/S	I/S	I/S	I/S	I/S	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	27	66.7	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Socio-Economic Status									
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Full-pay meals	27	66.7	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	27	66.7	I/S	I/S	I/S	I/S	I/S	Yes	No
Gender									
Male	17	58.8	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Female	10	80.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Racial/Ethnic Group									
White	16	56.3	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	10	80.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	24	70.8	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Disabled	3	33.3	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	27	66.7	I/S	I/S	I/S	I/S	I/S	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	27	66.7	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Socio-Economic Status									
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Full-pay meals	27	66.7	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	26	57.7	I/S	I/S	I/S	I/S	I/S
Gender							
Male	16	50.0	I/S	I/S	I/S	I/S	I/S
Female	10	70.0	I/S	I/S	I/S	I/S	I/S
Racial/Ethnic Group							
White	16	50.0	I/S	I/S	I/S	I/S	I/S
African American	9	66.7	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	24	58.3	I/S	I/S	I/S	I/S	I/S
Disabled	2	50.0	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	26	57.7	I/S	I/S	I/S	I/S	I/S
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	26	57.7	I/S	I/S	I/S	I/S	I/S
Socio-Economic Status							
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Full-pay meals	26	57.7	I/S	I/S	I/S	I/S	I/S

Social Studies							
All Students	26	65.4	I/S	I/S	I/S	I/S	I/S
Gender							
Male	16	56.3	I/S	I/S	I/S	I/S	I/S
Female	10	80.0	I/S	I/S	I/S	I/S	I/S
Racial/Ethnic Group							
White	16	50.0	I/S	I/S	I/S	I/S	I/S
African American	9	88.9	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	24	66.7	I/S	I/S	I/S	I/S	I/S
Disabled	2	50.0	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	26	65.4	I/S	I/S	I/S	I/S	I/S
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	26	65.4	I/S	I/S	I/S	I/S	I/S
Socio-Economic Status							
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Full-pay meals	26	65.4	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	3	100.0	N/A	N/A	N/A	N/A	N/A
	5	1	100.0	N/A	N/A	N/A	N/A	N/A
	6	2	100.0	N/A	N/A	N/A	N/A	N/A
	7	4	75.0	I/S	I/S	I/S	I/S	I/S
	8	5	100.0	I/S	I/S	I/S	I/S	I/S
2006	3	3	66.7	I/S	I/S	I/S	I/S	I/S
	4	3	33.3	I/S	I/S	I/S	I/S	I/S
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	3	100.0	I/S	I/S	I/S	I/S	I/S
	7	8	87.5	I/S	I/S	I/S	I/S	I/S
	8	10	50.0	I/S	I/S	I/S	I/S	I/S
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	3	100.0	N/A	N/A	N/A	N/A	N/A
	5	1	100.0	N/A	N/A	N/A	N/A	N/A
	6	2	50.0	N/A	N/A	N/A	N/A	N/A
	7	4	100.0	I/S	I/S	I/S	I/S	I/S
	8	5	100.0	I/S	I/S	I/S	I/S	I/S
2006	3	3	33.3	I/S	I/S	I/S	I/S	I/S
	4	3	66.7	I/S	I/S	I/S	I/S	I/S
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	3	100.0	I/S	I/S	I/S	I/S	I/S
	7	8	87.5	I/S	I/S	I/S	I/S	I/S
	8	10	50.0	I/S	I/S	I/S	I/S	I/S
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	3	66.7	N/A	N/A	N/A	N/A	N/A
	5	1	100.0	N/A	N/A	N/A	N/A	N/A
	6	2	50.0	N/A	N/A	N/A	N/A	N/A
	7	4	100.0	I/S	I/S	I/S	I/S	I/S
	8	5	100.0	I/S	I/S	I/S	I/S	I/S
2006	3	3	66.7	I/S	I/S	I/S	I/S	I/S
	4	3	0.0	I/S	I/S	I/S	I/S	I/S
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	3	100.0	I/S	I/S	I/S	I/S	I/S
	7	8	75.0	I/S	I/S	I/S	I/S	I/S
	8	9	44.4	I/S	I/S	I/S	I/S	I/S
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	3	100.0	N/A	N/A	N/A	N/A	N/A
	5	1	100.0	N/A	N/A	N/A	N/A	N/A
	6	2	50.0	N/A	N/A	N/A	N/A	N/A
	7	4	100.0	I/S	I/S	I/S	I/S	I/S
	8	5	100.0	I/S	I/S	I/S	I/S	I/S
2006	3	3	66.7	I/S	I/S	I/S	I/S	I/S
	4	3	0.0	I/S	I/S	I/S	I/S	I/S
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	3	100.0	I/S	I/S	I/S	I/S	I/S
	7	8	87.5	I/S	I/S	I/S	I/S	I/S
	8	9	55.6	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 57)				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	17.7%	Up from 10.0%	3.8%	2.8%
Attendance rate	100.0%	Up from 99.9%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	10.0%	Down from 14.3%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	10.0%	Down from 14.3%	0.0%	0.0%
Eligible for gifted and talented	0.0%	No change	4.2%	10.4%
On academic plans	0.0%	N/AV	47.7%	33.6%
On academic probation	0.0%	N/AV	1.9%	1.0%
With disabilities other than speech	9.7%	Down from 25.7%	7.3%	7.5%
Older than usual for grade	40.4%	Up from 36.8%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 5)				
Teachers with advanced degrees	80.0%	Up from 70.0%	51.4%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	46.4%	N/A	4.7%	2.4%
Teachers with emergency or provisional certificates	0.0%	Down from 22.2%	2.3%	0.0%
Teachers returning from previous year	75.5%	Down from 90.3%	84.7%	87.3%
Teacher attendance rate	88.6%	Down from 94.7%	94.6%	94.9%
Average teacher salary	\$54,938	Up 18.5%	\$41,445	\$42,485
Prof. development days/teacher	11.2 days	Up from 9.3 days	14.0 days	13.3 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	14.3 to 1	Up from 7.1 to 1	16.5 to 1	18.6 to 1
Prime instructional time	87.6%	Down from 94.2%	88.5%	89.7%
Dollars spent per pupil*	\$15,143	Down 2.4%	\$7,486	\$6,557
Percent of expenditures for teacher salaries*	91.9%	Down from 93.4%	61.5%	64.0%
Percent of expenditures for instruction*	95.0%		68.0%	69.1%
Opportunities in the arts	Poor	No change	Good	Good
Parents attending conferences	56.6%	Up from 24.9%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	7.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	11.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Hall School is a residential facility that serves students requiring inpatient mental health services. Unless medically unadvisable, students are expected to participate in educational activities which will prepare them to meet South Carolina learning standards and score as well as their abilities allow on state standardized tests. Each student has the opportunity to participate in a core course curriculum taught by certified teachers during his/her hospital stay.

Due to the size of our school and the percentage of students eligible for state standardized testing, our scores tend to be statistically insignificant. Although statistically insignificant, our scores have been a rallying focus for our students. They are reminded that hospitalization has not stopped them from being able to achieve and strive for excellence. They are reminded of the students who have done well in testing while hospitalized and encouraged to work for representative scores for Hall and to take back to their home school when they are discharged.

Staff development continues to be a priority for the staff at Hall School. It requires a variety of strategies to encourage many of the students and to help them to reaffirm their worth as a community of learners.

Patricia W. Brown, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	5	0	0
Percent satisfied with learning environment	40.0%	N/R	N/R
Percent satisfied with social and physical environment	80.0%	N/R	N/R
Percent satisfied with school-home relations	I/S	N/R	N/R

*Only students at the highest elementary school grade level at this school and their parents were included.